

Occupational Choices and Career Orientations of Students in Girls Anatolian Imam Hatip High Schools

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Abstract

This study aims to determine the factors affecting the occupational choice and career orientation of senior students in Girls Anatolian Imam Hatip High Schools (Religious Vocational High School) and reveal what the students who turn to different occupation groups are affected. The study was conducted using the "phenomenology" pattern, which is one of the qualitative approaches. The research was conducted with 25 students studying in five different Girls Anatolian Imam Hatip High Schools selected from Istanbul in the 2019-2020 academic year. Twenty-five students were selected using "criterion sampling", one of the purposive sampling methods. The data of the study were collected using the "interview" method, and a "semi-structured interview form" was used during the interview. The data were analyzed by the "descriptive analysis" method. This study has been guided by the fact that teachers, families, and policymakers clearly know whether the students in Imam Hatip High Schools, which were established to raise religious officials; make their choices in line with their own interests, abilities, skills, wishes, and desires or are influenced by their environment and that they have made different occupational orientations and preferences in recent years. It was determined that students have found common ground in the lifelong development process besides individual differences in their career and occupational choices. It is seen that students' occupational thoughts, which develop in the form of dreams at an early age, progress from abstract to more realistic and concrete as they grow up and develop; changes and even indecisions occur with the increasing number of effective factors and the predominance of personal desires. It is thought that it will help restructure the studies to be conducted in Turkey since the research is a study to discover "factors affecting the occupational choice and career orientation".

Keywords: Occupational Choice, Career Orientation, Imam Hatip High Schools

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INTRODUCTION

We can define the concept of occupation as the whole of the activities in which people serve humanity after their education processes and as a result, earn income in order to continue their lives (Kuzgun, 2000). Career, on the other hand, has the meaning of reaching the senior management levels with its first definition (İbiş, 2011), and today, it includes not only this but also the "knowledge, expertise, experience, task change" acquired by the person in the process (Erdoğan, 2003). Occupational orientation and subsequent career concepts are a concept that does not end with acquiring a job, but also includes the social status that comes with it. For this reason, "The concept of Career Development rather than Occupational Choice" is emphasized more today (Kuzgun, 2000). Occupational choice is a complex behavior that includes factors such as abilities, interests, needs, psychology, socio-economic status, gender, etc. (Kuzgun, 2000).

Occupational Choices and Career Orientation

Working life offers the individual the opportunity to develop a social identity, increase self-esteem, develop talents, and is at the center of adult life in modern economies (Corey, 2015). Occupation is indispensable in which the individuals are influenced throughout their lives; perhaps in the general sense, they define and complete themselves. The person achieves success and is satisfied by focusing, aiming to do the best, and being proud of their work regardless of the occupation (Niles and Bowsbey, 2013). Perceptions about the occupation and career enrich and make sense in line with the development stages of individuals. Considering developmental differences, it is important to pay regard to student perceptions to correctly address occupational choice and career development needs (Pyne and Bernes, 2002). Individual is not fully aware of why they should choose an occupation in childhood during their developmental process (Lehman and Witty, 1930). The importance of acquiring an occupation is mentioned worldwide, and one of the frequently used phrases in many countries is that "people are sensitive in choosing their spouses and jobs". Diversification and importance status in occupational groups vary according to the needs of the period. It should be emphasized that the occupational choice should be made more carefully and meticulously by predicting what may change in the future in the flow of life, which is changing very fast (Özsoy, 2004). Studies have also shown that a person does his/her job for approximately 70% of their life. Such an important choice is made at the youth, that is, adolescence causes mistakes and confusions (Telman, 2006). Kuzgun (2000) describes career as "a concept that expresses progress, pauses, and tensions in a lifetime series of events, in the general pattern and development line formed due to the succession of occupations and other life roles, especially in occupational roles". Deciding on the occupation develops over time whereas the career continues throughout the life of the individual (Özgen, Yalçın, and Öztürk, 2002). Persons develop their careers in line with their talents, skills, knowledge, wishes, goals, desires, and interests (Bayraktaroğlu, 2008). Career development theorists state that this period occurs as a result of being influenced by family, peers, various social institutions such as school and society (Bacanlı and Sürücü, 2011).

Factors Affecting Occupational Choices and Career Orientation

Career seeking aims to find answers to the questions "Who am I?", "What do I want?" and "What do I need?". Aims to answer questions about research activities in the meantime, which jobs are attractive, how the job can satisfy the person, and what the person can offer to the world (Porfeli and Skorikov, 2010). Career research ranges from a comprehensive exploration of possible occupational identities to a deeper (in-depth) exploration of their core characteristics (e.g., interests, values, and life goals) concerning specific career opportunities (Porfeli and Lee, 2012). Career development is a lifelong process based on choosing from many occupations and being ready to move forward with these choices. Each individual is affected by many factors such as family, personal values, abilities, and social context in this process (Şeker and Çapri, 2019). The main factors affecting students' career and occupational choices are personal interests, family, environment, school, social media, etc. (Zafar, 2019). Career development is a continuous process that involves seeking, acquiring, and processing information about oneself and one's environment as Gati emphasizes (Fabio, Palazzeschi, Asulin-

Peretz, & Gati, 2013). The 18-22 age range, where young adults are subject to various pressures to make career-related decisions, is the most effective but stressful period for career development. Typically, young adults are pressured by parents, friends, and teachers to make career decisions (Corey, 2015). Different factors affecting the individual's occupational choice are stated in four primary systems. These systems are intertwined in a circle and are not independent of each other:

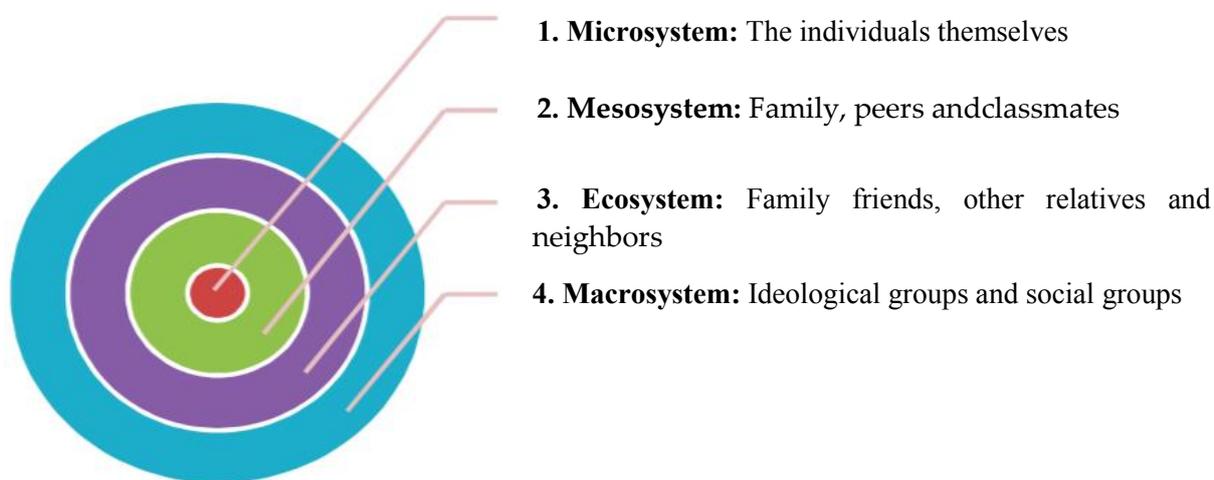


Figure 1. Systems Affecting Occupational Choice Chart
(cited from Zunker, 2006 Ath, 2012)

Much of the literature on career discovery in adolescent populations is based on career decision-making and occupational identity. The most important part of career development occurs during adolescence. Adolescents begin to clarify their careers, develop an awareness of occupational interests and facts, and assume career-related tasks such as career planning and career discovery as they increasingly think about their future careers (Rogers and Creed, 2011). Therefore, career development is a dynamic process between various ages and stages of life (Corey, 2015).

Gender has been the most remarkable demographic variable in the occupational choice literature (Huffman and Torres, 2001). There was no difference between career decision-making competence levels according to gender. In recent years, the traditional distinction between men and women has blurred the changing understanding of occupation and career. This may be because efforts to become an individual in a society close the gap between men and women at the level of career decision-making competence. The difficulties women face in the progressive period of transition from modernity to postmodern life have been overcome by environmental stimuli (Bolat and Odacı, 2017).

The most important point is the personality trait; for example, an aggressive individual cannot be a successful cop apart from the individual's suitability to the physical features of the occupation. Personality traits and occupational harmony play a vital role in the success and happiness of the individual (Telman, 2006). Self-discovery refers to acquiring more information about the individual's personality, including values, interests, and abilities. In contrast, environmental research refers to gathering information about the opportunities and constraints faced by the individual in various contexts such as school, work, and social networks (Denault, Ratelle, Duchesne, and Guay, 2019). "Self-efficacy perception" shows the belief put forward by Bandura that the individual can be successful in a subject. Individuals' considering themselves competent in a subject means knowing the beginning and the end of that subject (Bozgeyikli, 2004). Self-efficacy defines one's belief in his/her potential for success with any difficulty (Sickinger, 2012). Individuals have the peace and happiness they want in their social lives, especially in their business lives, if they make their occupational choices and career preferences in line with their personalities. The individuals need to know themselves well and ensure that their personality traits coincide with the occupation they want in order to achieve this (Ahmetoğulları and Güneş, 2017). Turner (2003) found that parents' support for career-related skill development, career-related modeling, praise, encouragement, and emotional support was

helpful in the development of career self-efficacy of adolescents. Parental support has been assumed to be an important source of children's educational and occupational development tasks, accounting for between one-third and half of the children's career-related task self-efficacy (cited in Raque-Bogdan, Klingaman, Martin and Lucas 2013). Research on the direct relationship between parental pressure and autonomy has shown that a parent who allows the adolescents to make their own decisions and act on their own and reduces pressure strategies based on obedience and compliance promotes the development of autonomy in that person (Perez and Cumsille, 2012).

There is a slight difference between the concepts of skill and talent even though they are close in meaning. Skill means "the individual being competent to do the task given," whereas talent is "the individual's potential to reflect on his/her performance." Skill is the result of the interaction between potential, interests, and conditions (Yeşilyaprak, 2014). Talents are one of the most important predispositions that will affect the success rate of the occupation that individuals will choose (Atlı, 2012). Strong defined interest in 1943 as "the individual's continuous reactions to a person, object, or activity in the form of like, dislike, indifference." Roe (1964), on the other hand, defined interest as "the things that a person pays attention to, observes, thinks about and enjoys without making a special effort" (Atalay, 2008). Interest in education plays a very important role in a child's occupational choice. Children's interest in education develops and shapes through various institutions such as home, school, colleges, and society. Most individuals work in jobs that do not satisfy them. Many of them live as if they were imprisoned for life. Therefore, it is important to identify individuals' real interests early in life accurately. The occupational choice becomes easier if individuals realize their interests (Aggarwal and Bala, 2017).

It is also important for the individual to make an economic assessment of the country and the city where they live. It is necessary to consider that there may be occupational groups that the country will not need in the future, considering the present and future conditions in terms of the country's development (Telman, 2006). The primary purpose of the Ministry of National Education (MoNE) 2023 Education Vision is to "educate individuals equipped with the skills of the present and the future" (MoNE, 2023). It has been ensured in line with the philosophy of this vision that the students determine their careers in the right direction by following their development in every aspect (interest, ability, personality, character...) and the goal of raising qualified individuals has been determined in addition to quantity.

Imam Hatip High Schools (From 1951 to Present)

Between 1951 and 1971; the Minister of National Education of the period addressed the necessity of opening Imam Hatip Schools and emphasized the necessity of raising mature and cultured hatips (preachers) and imams to appeal to the Turkish Nation in line with the promises of the party that came to power in 1950. Imam Hatip Schools with a first period based on the primary school of 4 years and the second period of 3 years with a seven-year education period in total constituting a whole were opened in 7 provincial centers. The purpose of these schools was described as "raising a positive, devout clergyman." It was transformed into "Directorate of Religious Education" in 1961 to carry out the education and management activities of these educational institutions, and then into "Directorate General of Religious Education" in 1964 with the increase in the number of Imam-Hatip Secondary Schools according to the need and the opening of Higher Islamic Institutes since 1959. Its name was changed to "General Directorate of Religious Teaching" with the decree-law no. 179 of 1983 (Ünsür, 2005; Öcal; 2015).

Between 1973 and 1997, these schools were converted into Imam Hatip High Schools, and new rights were granted in 1973, with the adoption of the Basic Law on National Education No. 1739. "Imam Hatip High Schools are educational institutions that implement both occupational and higher education preparatory programs within the secondary education system opened by the Ministry of National Education in order to train the staff responsible for the fulfillment of religious services such as Imam Hatip High Schools, preaching, and Courses for Quran" (Karasubaşı, 2019; Ünsür, 2005).

From 1997 to the present, the 1997 Turkish military memorandum, which was experienced due to the tensions between the political power of the period and the National Security Council (NSC), led to a decrease in the number of Imam Hatip High School students and caused negative events. In 2005, the then President of Religious Affairs said, "The teaching of our religion is not based on gender or class distinction; the Quran has pledged gender equality for fourteen centuries." and supported the appointments. Imam Hatip High Schools quickly got rid of all the negativities they had experienced until then and granted equal rights upon the political change and the coming of the right to power in 2002; the Council of Higher Education (CHE) equalized the coefficient application on every high school basis in 2009 (Ünsür, 2005). Imam Hatip schools affiliated with the General Directorate of Religious Teaching of MoNE aim to educate individuals equipped with the knowledge and skills of the age "with an understanding that centers quality without neglecting quantity." A new road map was drawn to raise respectful, conscious, loyal, and beneficial individuals within the framework of the national and spiritual values of the students (General Directorate of Religious Teaching (DÖGM) Vision Document, 2017; Karasubaşı, 2019).

Purpose and Importance of the Study

This research aims to determine the factors affecting students' future occupational and career orientation studying in Girls Imam Hatip High Schools with student opinions. The sub-objectives of the research in line with this main purpose are as follows: at what age or grade do occupational choice and career orientation emerge, what or who affects the occupational choice and career orientation, which factors are effective as they pass to higher classes, and which environmental factors play a role in the process of choosing the appropriate occupation.

What distinguishes this research from other studies in the literature is the in-depth study of what may affect the career orientation of female students studying in Imam Hatip schools, especially by including the evaluation of gender and school type distinction. It is thought that the research will help teachers, administrators, and policymakers working at Imam Hatip schools.

METHOD

Research Model and Pattern

The research was conducted with a qualitative research approach. Qualitative research may mean that qualities "can work and solve as a collection of meanings or a spectrum of situations" when essences cannot find meaning with quantitative data rather than a quantitative measurement of phenomena that exist in our lives (Berg and Lune, 2019). Qualitative research has the feature of interpreting with a "natural" approach in terms of its nature. It paves the way for researchers to analyze the world more on-site with qualitative research including "field notes, interviews, speeches, photographs, records, and researcher diaries" (Denzin and Lincoln, 2011). "Phenomenology", one of the qualitative research patterns, was used in the research. Phenomenological studies involve describing and interpreting the "essence" of experiences by collecting data from individuals with experiences of a phenomenon or concept (Creswell, 2016). The qualitative research method was preferred because the data based on "human experiences" can reveal the relationships of human "assumptions, prejudices, perceptions, emotions" with their social lives and the events they experience.

Study Group

"Criterion sampling" from purposive sampling methods was used to achieve the research's aim. The purposive sampling method is helpful in discovering facts and events by not allowing in-depth research in situations where it is thought to have extensive knowledge (Patton, 1987 cited in Yıldırım and Şimşek, 2016). Criteria sampling is the study of every situation that meets the criteria previously created or prepared by the researcher (Yıldırım and Şimşek, 2016). In this context, the method was used to select individuals who meet the criteria determined in order to obtain in-depth

information through this method in the research. Criterion sample means "all situations that meet the same criterion and help quality assurance" (Miles and Huberman, 2019). That the participants met the following criteria is considered when determining the study group of the research: being educated in Girls Anatolian Imam Hatip High School, being a high school senior student, taking the university selection and placement exam in the year of the research, being suggested by the school administration among the students who are at the level of awareness to answer the questions within the scope of the research.

Participants consist of 25 12th Grade students educated in five different Girls Anatolian Imam Hatip High Schools in Anatolian and European Sides of Istanbul. The participants were determined from the students studying in the 12th grade and different fields by the research purpose. Interviews were conducted with participants voluntarily regardless of their academic achievement.

Table 1. Information of the participants

| Participant | Gender | Class | Area | Interview Duration (min) | Place of Interview | School Type | School Location |
|-------------|--------|-------|------|--------------------------|----------------------------|-------------|-----------------|
| A1 | Girl | 12 | SCI | 28.41 | Café | AIHHS | Anatolian Side |
| A2 | Girl | 12 | SCI | 16.00 | Café | AIHHS | Anatolian Side |
| A3 | Girl | 12 | SCI | 26.08 | Café | AIHHS | Anatolian Side |
| A4 | Girl | 12 | SCI | 33.03 | Café | AIHHS | Anatolian Side |
| A5 | Girl | 12 | SCI | 27.56 | Café | AIHHS | Anatolian Side |
| B1 | Girl | 12 | EW | 12.04 | Assistant Principal's Room | BIHHS | Anatolian Side |
| B2 | Girl | 12 | EW | 12.56 | Assistant Principal's Room | BIHHS | Anatolian Side |
| B3 | Girl | 12 | SCI | 17.53 | Assistant Principal's Room | BIHHS | Anatolian Side |
| B4 | Girl | 12 | LANG | 13.40 | Assistant Principal's Room | BIHHS | Anatolian Side |
| B5 | Girl | 12 | EW | 10.40 | Assistant Principal's Room | BIHHS | Anatolian Side |
| C1 | Girl | 12 | SCI | 16.57 | Meeting Room | CIHHS | European Side |
| C2 | Girl | 12 | EW | 21.40 | Meeting Room | CIHHS | European Side |
| C3 | Girl | 12 | SCI | 20.47 | Meeting Room | CIHHS | European Side |
| C4 | Girl | 12 | EW | 35.32 | Meeting Room | CIHHS | European Side |
| C5 | Girl | 12 | EW | 27.52 | Meeting Room | CIHHS | European Side |
| D1 | Girl | 12 | LANG | 18.13 | Empty Class | DIHHS | Anatolian Side |
| D2 | Girl | 12 | SCI | 28.27 | Empty Class | DIHHS | Anatolian Side |
| D3 | Girl | 12 | EW | 15.42 | Empty Class | DIHHS | Anatolian Side |
| D4 | Girl | 12 | SCI | 12.33 | Empty Class | DIHHS | Anatolian Side |
| D5 | Girl | 12 | EW | 10.50 | Empty Class | DIHHS | Anatolian Side |
| E1 | Girl | 12 | EW | 40.35 | Empty Class | EIHHS | European Side |
| E2 | Girl | 12 | SCI | 42.03 | Empty Class | EIHHS | European Side |
| E3 | Girl | 12 | EW | 25.27 | Empty Class | EIHHS | European Side |
| E4 | Girl | 12 | EW | 13.12 | Empty Class | EIHHS | European Side |
| E5 | Girl | 12 | EW | 10.51 | Empty Class | EIHHS | European Side |

Data Collection Tools and Data Collection

The interview is the most commonly used method of data collection in qualitative research in the social sciences. The researcher can easily access "the experiences, attitudes, opinions, complaints, emotions, and beliefs of the participants" and obtain effective results with the interview method (cited in Briggs, 1986, Yıldırım and Şimşek, 2016). "Interview" is the best way to understand different individuals and obtain strong data; it allows the researcher to master the subject in-depth by asking for interaction, flexibility, and detail (cited in Punch, 2014, Özdemir, 2018). The researcher needs to be a good listener and questioner, which is the most important point that increases the interview quality (Patton, 2018).

Data were obtained using "interview," one of the data collection methods, to reveal "factors affecting the occupational choice and career orientation of 12th-grade students" by the characteristics of the phenomenology approach. For the research, interviews were conducted by going to the schools determined on the Anatolian and European sides between January 13 and February 24, 2020. Before

this, coordination was ensured by talking with school principals and related 12th-grade assistant principals. All data were accessed over about one month.

The study data were collected with a semi-structured "Student Interview Form" consisting of open-ended questions. The semi-structured interview form was first drafted after the literature review on the scope of the subject and presented to the evaluations of the experts by the researcher. Necessary arrangements were made, and the interview form was finalized after the evaluations. The participants were asked research questions by explaining the purpose of the research in detail before starting the interview. Their permission was requested for voice recordings during the interview, and they were told that their names would not be mentioned in the research in any way, and special coding was performed, including school names (A: School/1: Student). The researcher used their own computer for voice recording. The longest interview time was 42:03 minutes, whereas the shortest was 10:40 minutes. The interviews were not restricted for a certain period of time, and the interviews were conducted in a chatty and sincere manner with the students.

The Role of the Researcher

The researcher carefully defines, interprets the obtained data, and makes inferences in the application and other studies to be done in qualitative studies. Accordingly, the researcher is expected to be a good listener, asking questions, mastering the subject, focusing on different aspects, and being consistent (cited in Yin, 2011, Karabacak, 2016). It can be said that the researcher can carry out this qualitative research thanks to her education and being a teacher. Meanwhile, the researcher, who had the opportunity to observe because she was teaching 12th-grade female students who constituted the thesis sample, decided to conduct this research due to the difficulties, contradictions, and concerns about her occupational choice and career orientation students. In a study that drew the attention of the researcher considering the factors affecting her own career choice and career orientation, and she obtained useful data from the sincere and productive interviews she had with the participants based on the statement "65% of the children who started primary school in the world this year will work in undiscovered occupations" according to Caty Davidson, one of the professors of Duke University ..." in a seminar she participated in, and also received feedback from the participants that they were happy with the interviews.

Data Analysis

The data collected by the interview method were analyzed and interpreted by the descriptive analysis method. The data obtained in the study were arranged according to the themes obtained in line with the literature and tried to be interpreted. The data are summarized and interpreted in line with the themes previously decided by the researcher in descriptive analysis; research questions or questions developed during the interview are considered. The people's answers are quoted directly because the opinions obtained from the people are of great importance for description and interpretation. To explain the descriptive analysis in four stages; 1) creating the main framework by determining the themes, 2) categorizing the data under the themes, 3) organizing the data by supporting them with quotations, 4) explaining the results by interpreting them with cause-effect relations (Yıldırım and Şimşek, 2016).

RESULTS

The answers obtained within the scope of three basic questions from the data obtained from the opinions of 12th-grade students studying at Girls Imam Hatip High School about "occupational choice and career orientation" were analyzed in detail by coding under certain themes in the study. The following themes and sub-themes are given in Table 2 by the researcher in line with the literature and the data obtained;

Table 2. Themes and Sub-Themes

| | |
|--|---|
| 1. The period of the emergence of occupational and career ideas | |
| Theme | Periods of the emergence of ideas |
| Sub-Themes | Kindergarten, primary school, secondary school, high school |
| 2. Factors affecting the emergence of occupational and career ideas | |
| Theme | Individual Factors |
| Sub-Themes | Personality, personality traits, interest, talent, personal desires, life experience |
| Theme | Family |
| Sub-Themes | Nuclear family, close relatives |
| Theme | School |
| Sub-Themes | Teachers, friends, attitude towards lessons |
| Theme | Environment |
| Theme | Being affected by the occupation |
| 3. Factors affecting the change of opinions about the occupation and career over time | |
| Theme | Change in the process |
| Sub-Themes | From primary school to the end of high school, from secondary school to the end of high school, at every grade during primary+secondary+high school, secondary+high school, high school |
| Theme | Occupational factors |
| Sub-Themes | Interaction with the those in the profession, occupational characteristics, employment opportunities and materiality, status of the occupation, suitability for women, training process of the occupation, working conditions of the occupation, academic competence required by the occupation |
| Theme | Actors |
| Sub-Themes | Teacher, friend, family, close relatives, environment/society |
| Theme | Individual factors |
| Sub-Themes | Personality/personality traits, life experience, interest, talent, indecision, doing the work they will be happy with, national and spiritual values |
| 4. The period of the emergence of occupational and career ideas | |
| Theme | Expectations for getting to know the student |
| Theme | Expectations for the introduction of occupations |
| Sub-Themes | Introduction of different occupations, one-to-one interaction with those from the occupation, activities for the promotion of occupations and careers |

1. The period of the emergence of occupational and career ideas

The period of the emergence of occupational and career ideas. Students were asked to express their opinions through the question "At what age or grade did your occupational and career ideas begin to emerge...?" to understand the period of the emergence of occupational and career ideas. The periods of the emergence of occupational and career ideas of the students were given in Table 3 as a result of the analysis of the obtained data.

Table 3. The Period of Emergence of Occupational and Career Ideas

| Theme | Sub-Themes | f | Participants |
|--|-------------------|----------|------------------------------------|
| Periods of the emergence of ideas | Kindergarten | 6 | A5, B3, D2, D4, E3, E5 |
| | Elementary school | 7 | A2, A4, B1, C5, D1, E1, C2 |
| | Secondary school | 9 | A1, A3, B2, C1, C3, C4, D3, D5, E4 |
| | High School | 2 | B5, E2 |
| | Doesn't remember | 1 | B4 |

The emergence of students' "Occupational and Career" ideas mainly coincides with secondary school and then primary school periods. Students emphasized that their choices, especially in kindergarten, primary school, and secondary school periods, were superficial. They did not fully know themselves and the occupation. The choices in this period were more temporary, in the form of dreams and enthusiasm. They start to get

opinions about their career choices may form the basis for shaping these opinions in the following years. Theorists considered occupational choice as a "development process that takes years" and stated that it was not instantaneous (Yeşilyaprak, 2014). Students' choices differ from the beginning to the end due to the effects of different psychological and sociological factors brought about by "developmental" processes. As Ginzberg et al. argued, "the occupational and career choice covers the first 20 years of life and is divided into three periods; periods of a dream, trial, and reality." (Kuzgun and Deryakulu, 2014). Students' choices in the early ages remain in the dimension of temporary enthusiasm, and according to the "Career Development Theory" supported by Supers, "occupational choice is possible with the individual's knowledge and perception of themselves" (İbiş, 2011) theory.

"...But I wasn't very sure of myself at the time, I didn't know if I could do it, I didn't know much about the occupation, I thought they were just selling medications..." (A1)

"Since kindergarten, my dream was to be a doctor like every child..." (E5)

2. Factors affecting the emergence of occupational and career ideas

Factors affecting the emergence of occupational and career ideas. Students were asked to express their opinions through the question "Who or what influenced your ideas?" as a continuation of the question "At what age or class did your occupational and career ideas begin to emerge?" in order to explore the factors affecting the emergence of occupational and career ideas. The factors affecting the emergence of occupational and career ideas of the students were given in Table 4 as a result of the analysis of the obtained data.

Table 4. Factors affecting the emergence of occupational and career ideas.

| Theme | Sub-Themes | f | Participants |
|----------------------------------|--------------------------------|---|--------------------------------|
| Individual Factors | Personality/Personality traits | 8 | A1, A2, C3, B4, D3, E2, E4, E5 |
| | Interest | 7 | A3, A4, B2, D1, D5, E3, E4 |
| | Talent | 5 | A3, C1, D4, E3, E4 |
| | Personal desires | 1 | E5 |
| | Life experience | 4 | A2, B1, E2 |
| Family | Nuclear family | 4 | B5, E1, E2, E3 |
| | Close relatives | 3 | B1, D5, E2 |
| School | Teachers | 3 | A1, C4, C5 |
| | Friends | 3 | A1, A3, C1 |
| | Attitude towards lessons | 1 | B4 |
| Environment | | 1 | B5 |
| Being affected by the occupation | | 1 | B1 |
| No affecting factor | | 4 | A5, B3, C2, D2 |

The most frequently mentioned theme in the context of factors affecting the period of the first emergence of occupational and career ideas was "individual factors". It was seen that the participants expressed "personality/personality traits, interest, talent, personal desires, life experience" predominantly under the theme of individual factors. "Personality/personality traits" and "interests and talents" under "psychological Factors", one of the main headings of the factors affecting the occupation and career ideas, supports the importance of the harmony of the students with the personality traits and the occupation they want to choose (Telman, 2006) and the fact that the individual is aware of their talents will facilitate the occupational choice. The individual performing the task of developing occupational identity while developing "self-image" while leaving childhood begins to lay the foundation for his/her future decisions; he/she is experiencing a period of career discovery (Rogers and Creed, 2011).

There are factors such as "family, school, environment, being affected by the occupation and not being affected" among the themes created according to the students' data and based on the conceptual framework apart from individual factors. It is seen that family (f:7) and school (f:7) factors are equally effective in students when we examine these factors according to the intensity of the participants. The discourses of the family can also be more effective than the occupations of the family; this effect was both negative and positive depending on the situation. The effect of teachers and friends was observed equally in the school environment. Some students dreamed of being like the teachers they loved or developed a perspective on themselves from the ideas their teachers gave them whereas others thought that they could do it by emulating their friends. Social environment (family, friend, teacher, etc.) affects the development and achievements of the individual considering Bandura's "Social Cognitive Theory" framework. There is a triple interaction with the person's environment; "individual-environment-behavior" (Çakır, 2011).

"... I wanted to be an interior designer or study fashion design because I loved drawing." (E4)

"... and my parents would say, you should be a lawyer, it will suit you." (B5)

"...I did not consider them as an occupation, the occupation I was going to do was already determined for me; it was to be in a science-oriented class and then study medicine." (E2)

"...we were even a few people in our class who wanted to be an architect. I think I wanted architecture because my friends wanted it." (C1)

3.Factors affecting the change of opinions about the occupation and career over time

Students were asked "Have there been changes in your ideas from the emergence period to the last (12th) grade? If so, what were the factors affecting change or changes (family, environment, friend, teacher, etc.)?" and "Do you think that your personality traits, talents, occupational characteristics, etc. have an effect on your choices? - If their answer was "yes", they were asked to express their opinions through the questions "In what ways were you affected?" in order to reveal the factors affecting the change of opinions about the occupation and career over time. The factors affecting the change of opinions of the students about the occupation and career were given in Table 5 as a whole through the analysis of the obtained data.

Table 5. Factors Affecting the Change of Opinions on Occupation and Career Over Time

| Theme | Sub-Themes | f | Participants |
|-----------------------|---|----|--|
| Change in the process | From primary school to the end of high school | 3 | A2, B4, C2 |
| | From secondary school to the end of high school | 1 | C4 |
| | Primary+Secondary+High School | 1 | A5 |
| | Secondary+High School | 6 | A4, B1, B3, C5, D2, E1 |
| Occupational factors | High School | 12 | A3, B2, B5, C1, C3, D3, D4, D5, E2, E3, E4, E5 |
| | At every grade during high school | 2 | A1, D1 |
| | Interaction with those in the occupation | 6 | A4, A5, B2, D2, E1, E2 |
| | Occupation characteristics | 10 | A2, A4, B2, C1, C2, C3, C4, C5, E4, E5 |
| | Employment opportunities and materiality | 4 | A1, A4, A5, D2 |
| | Status of the occupation | 3 | B2, D1, E1 |
| | Suitability for women | 8 | A1, A4, A5, B5, C1, C3, D2, E1 |
| | The educational process of the occupation | 5 | A3, B5, C1, C5, D2 |
| | Employment conditions of the occupation | 6 | A4, C1, C3, D2, D5, E1 |
| | Academic competence required by the occupation | 13 | A1, A4, A5, B1, B4, C1, C2, C3, C5, E1, E3, E4, E5 |

| | | | |
|--------------------|---|----|--|
| Actors | Teacher | 10 | A1, A5, B4, C4, C5, D1, D2, D4, E1, E5 |
| | Friends | 6 | A1, A4, A5, B2, C4, D4 |
| | Family | 21 | A1, A3, A4, A5, B1, B2, B3, B5, C1, C2, C3, C4, C5, D1, D2, D5, E1, E2, E3, E4, E5 |
| | Close relatives | 2 | A1, A4 |
| | Environment/community | 8 | A4, A5, B2, B5, D1, D2, E2, E5 |
| Individual factors | Personality/Personality traits | 18 | A1, A2, A3, A4, A5, B2, B3, C1, C2, C4, C5, D2, D3, D4, D5, E1, E4, E5 |
| | Life experience | 7 | B1, B3, C4, C5, D3, E2, E5 |
| | Interest | 13 | A1, A2, A3, A4, A5, B3, B4, C5, D1, D5, E2, E3, E4 |
| | Talent | 14 | A1, A2, A3, A4, A5, B3, B4, C5, D1, D2, D5, E2, E3, E4 |
| | Indecision | 6 | A1, C1, C5, D3, E4, E5 |
| | Doing the work they will be happy doing | 16 | A1, A2, A3, A4, A5, B5, C2, C3, C4, D1, D2, D3, D4, D5, E1, E3 |
| | National and spiritual values | 11 | A5, B2, B5, C2, C3, C4, C5, D2, E1, E2, E3 |

It is noteworthy that the students' opinions change at different grades over time, including the senior year from the first emergence; it is seen that there are frequent changes in the students. These changes are given in Table 3 under the theme of "Change in the process" with six different codes. There are very few students who behave consistently in their choices. The "High School" period (f:12) attracts attention with the highest number of students when the frequency numbers are examined. It is seen that the emergence of occupational and career ideas starts at the primary school level and is shaped in high school and especially in high school senior year. Students' full knowledge begins to set at the senior levels of the high school period (11th-12th grades). It was also observed that some students had difficulty making decisions until the senior year of high school.

"I realized in secondary school that being a doctor was a very big goal for me. ... I had the same thoughts in high school... Since I had difficulty in science classes... I could not do anything in the science-oriented class... I am thinking about Geography teaching now because I love Geography lessons and my teacher." (E5)

"... Studying medicine is something completely within me.... If it were in a different situation, I would choose medicine again." (A2)

The study group discussed within the scope of the research is female students between the ages of 17-18. This age range is located in what Super calls the "Discovery" period (14-24 age range) within the framework of "Lifelong Development Theory." According to Super, individual knows themselves in this period, learn different occupational roles and occupations, interact with different people, and experience the process of examination, trial, and error. Especially senior students are between trial and transition periods (Akkoç, 2009). It is when students experience the most decision-making intensity when they are in high school, as can be understood from the data. Occupational decision-making and career planning occur during adolescence, and planning and discovery about occupational interests mostly occur during these periods (Rogers and Creed, 2011). Adolescents enter the process of occupational discovery in their high school years (Schulenberg and Bachman, 1993).

"Since there is not a clear field I like in 9th and 10th grades, I decided to choose the Foreign Language class because I like to study Language (English). ... 11. I thought I could study Arabic in class. ... In grade 12, I decided to shift to a very different direction and I decided to study Theology..." (D1)

"In the 10th grade, I was clear about studying in science-oriented class, and in the 11th grade, I studied in science-oriented class. While I was studying in the 11th grade, I started to get confused... After a while, dealing with mathematics began to restrict me and I realized that I was having trouble... In Grade 12, I started to the EW class." (E3)

These are remarkable results obtained from the data that students also consider situations that may affect their lives such as the material, spiritual effects of the occupation or the characteristics of the occupation; if the occupation they want to choose requires studying one of the courses they have failed or had difficulty in, the students do not turn to this occupation; they make choices because they cannot associate the characteristics of the occupation with their own lives or because they associate them with the characteristics they have; the male population moves away from the high rank occupations; female students act by thinking about the different roles they will acquire in their future lives (motherhood, spouse), and when necessary shift to occupations where they can work from home and spend time with their children; they do not want to spend most of their lives studying; it will be healthier to learn the advantages and disadvantages of the occupation by interviewing the people in the occupation; they are affected in career choices positively or negatively in the family.

"Being a doctor requires a lot of sacrifice, there is a doctor in the family, I can see that. ... I want to spend time with my children when I have a family." (C1)

"... I started to wonder if I could be a construction engineer. But the working environment and being a woman made me change my mind... then ... I started to think that it might be electrical and electronic engineer, but it is also a male-dominated environment." (A1)

The individual is actually under the influence of their family since the age group of the students includes adolescence, and although the individual seems to be moving away from the family in these years (Akdeniz, 2009). Parents' perspectives on occupations affect their children at a high rate (Kuzgun, 2000). Children who can establish harmonious and democratic relations with their parents get through their occupational and career choice periods more healthily; on the contrary, the family is defined as an external obstacle in the career development phase of children (Sawitri, 2019). Parents of children with academic achievement support children to develop their talents by expecting more from them. This positively affects occupational results (Feldman, 2002). Children under parental pressure are negatively affected during career development (Corey, 2015).

"My father didn't want me to study Psychology when I was in secondary school, and he was the one who discouraged me at the time because he thought I would be confused about religious issues." (C2)

"My father is a very controlling person; there almost seems to be competition in the family: ... He doesn't care much about what I want, and he decides on everything. The occupation I was going to do had already been determined for me; it was to be in a science-oriented class and study medicine." (E2)

"They thought that I would have difficulty in science-oriented classes because they knew me although my parents did not want to affect me very much. They knew that I was more successful in the literary fields. I think my father wanted me to learn it through experience, and he didn't interfere, but my mother didn't think a lady would be comfortable in dentistry. Despite everything, I chose the science-oriented class in the 11th grade." (E1)

It is clear from the data that the opinion of the environment and society on the occupations students want causes shifts and changes in students' decisions or is not affected at all by their environment and society's judgments. Adolescents mostly interact with their environment, and Bandura created a "social learning theory" with this interaction (Tsui, Lee, Hui, Chun, and Chan, 2019). The effect of society's opinion on occupations, especially on female students, is effective, as seen from the data. Students who are not affected by the positive or negative perspective of the environment or society's judgments are also encountered in the data. It is among the known and strong assumptions that students take their teachers as an example when they like them and increase their interest in the lessons, and when they do not like them, they take dislike the lesson. It was observed from the data obtained that "teachers" had significant effects on students. Students stated in their opinions that the teacher caused the reason they refrained from the lessons or that their interest increased, and they concentrated in that field because they liked the lesson because of the teacher. The circle of friends is one of the factors affecting students during adolescence. It is understood from the data obtained that the students experience changes in their areas of interest by being affected by their friends. However, they are not very affected by friends' occupational and career choices. Some students dream about the same occupation with their friends whereas others do not prefer to act with their friends' ideas.

"Another lesson that I have been interested in since the 4th grade was English... I was even more interested in English seeing my teachers' love and affection in secondary school." (D1)

"Society has guidance and bias about girls being in engineering. It is still not pleasant for a girl to study engineering such as construction, machinery, etc. ... When we consider it, everything is dependent on society and we may turn out to be another Elon Musk. But the perception of society always leads us to become doctors." (A5)

"I have a friend who wants to be a lawyer and we dream together; it's like opening a joint office and working. But some of my friends have said, "Are you going to be a lawyer and lie to defend the oppressor?" But I don't see it that way and it didn't affect my opinion either." (B2)

The sub-theme of "Personality/Personality traits" and "doing the work they will be happy doing" attracts attention that the data have dominant ideas for students to do what they want and to turn to occupations suitable for them. Even if there are a small number of students, there are those who still do not know themselves and do not know which occupation is suitable for them and what they will be happy within their future lives. Self-discovery and occupational discovery of the individual show a parallel structure (Bryant, Zvonkovic, and Reynolds, 2006). The main factor that makes the choice process difficult is that the individuals do not know themselves and do not know what they are competent in (Kuzgun and Deryakulu, 2014).

"I have a high level of tolerance towards people... I am not bored easily and I enjoy helping people. ... surgery came first, but if a person dies while operating on that person, I can't stand it and I will collapse. Therefore, for example, I would rather be a neurologist than a neurosurgeon, so I would prefer to be in the outpatient department; I want the patient to talk to me first, interact with me, and I do not want to be in the surgery department. ... It is already difficult to study medicine, but thinking about the future of it makes me very happy. " (A2)

Interests and talents are among the special details students notice in their occupational choice. The majority of the students think that they can be more successful and/or happy in the occupation they choose according to their interests and talents. Talent is a natural phenomenon, and talent transformation into skill occurs only by revealing and developing talent. Being aware of the individual's talents is a positive factor that will bring occupational satisfaction by providing convenience to the individual in occupational choice (Rotundo, 2006). It can be noticed from the data that students' ideas are shaped in terms of "national and spiritual values." The effect of studying in Imam Hatip on this subject can be supported by the data obtained. Students are sensitive about this issue, and it is understood that some of their thoughts are especially compatible with national and spiritual values in their career orientation. Studies have shown that female students attach more importance to communication with people and community service than male students (Kuzgun, 2006). Values that differ between cultures include the purpose of being beneficial to the country in Turkey's students, and it is very important to consider this for female students. The individual has values, and these values affect their occupational values in their occupational lives (Bratsch, 2001). Results support that students determine their occupational choice and career orientation as a result of their experiences. Events experienced by students are one of the factors they are affected by as a result of a series of emotions. One of Super's most effective occupational and career choice theorists emphasizes in lifelong development theory that the stages that the individual has spent their life, the steps they take, and the occupational and career choice that have become concrete show developmental characteristics (Kaygın and Zengin, 2019).

"I am very interested in the structure of the buildings; I used to look at and examine the outdoor space in the places we went since I was a little girl... I would like to study architecture because it would be a very happy and satisfying occupation to see a building I designed to be built." (A3)

"I was a child who did not want to be a burden to my family. I decided to work due to this; my parents reacted first, but then they agreed. It was the summer of eighth grade, and I worked at a doner restaurant for about two months. My main goal was to buy a phone, and I didn't want my dad to buy one because we're four brothers and I didn't want to be a burden. It's been a very difficult and different experience for me. I've had a chance to see how people sweat to make money. I was very interested in people's behavior, their attitude towards the employee was not pleasant, and I understood the importance of studying in particular, and I could not accept a working life under these conditions. I thought that I should be a woman who can stand on my feet so that I can set an example for my children." (B3)

There may be situations in which every individual is indecisive, at least for a period of their life, and there may be uncertainties. This indecisiveness can sometimes occur as a personality trait. It is understood from the data that there are times and situations in which students experience indecisiveness in the choice processes. There are even those who are adversely affected by this indecisiveness. The individual's happiness in their future life is related to the occupation they will choose and the career steps they will take (Corey, 2015). Being indecisive can

lead to anxiety. This situation remains a source of stress on students (Germeijs and Verschueren, 2006).

“At the moment, the exam is almost over, but I still don't know exactly what to choose... I feel like choosing all the jobs; I know it's out of the question, but I can't decide. For this reason, my only goal is the exam now.” (C1)

DISCUSSION, CONCLUSION, AND RECOMMENDATIONS

The results obtained as a result of the opinions received from the students were categorized into themes within the scope of factors affecting occupational choice and career orientation. We see that the emergence of occupational and career ideas is shaped by changes from the kindergarten period to secondary school, high school, and senior year of high school. We can say that students find common ground in the lifelong development process as well as individual differences regarding their career and occupational choices. We can say that an individual started to choose an occupation and career by imagining an occupation that they do not know exactly what it is like. It is seen that students' occupational thoughts, which develop in the form of dreams at an early age, progress from abstract to more realistic and concrete as they grow up and develop, changes and even indecisions occur with the increasing number of effective factors and the predominance of personal desires. It is understood that students make their first choices based on their personalities, interests, and talents, wishes, and life experiences. The time period in which students fully realize themselves, their talents, wishes, etc., is observed during the high school period.

It can be said that the environment and being affected by the occupation are not very effective on students' occupational preferences. It was observed that a small number of students made stable decisions and were clear in their decisions. Students who were still making the same decision as their first decision can indicate that the effects are deep, albeit a little. We can say that most of the changes in the high school period are due to the fact that the students have entered a process where they know themselves better due to the characteristics brought by this period and age-related factor. Students in the "Discovery" age group start to make plans in high school and focus on clearer choices. Different studies support that the family is an important factor in the occupational choice. We have observed the effect of the family in two different ways; positive and negative. It is also noteworthy that negative effects cause problems for students and affect their academic achievement. On the other hand, the family who guides and gives advice is beneficial for the student. It is understood from the students' opinions that the families who support by being aware of the students' individual characteristics rather than a repressive attitude contribute to the students going through this choice process more comfortably.

It is clearly seen in the data that students are prepared to choose the occupation they want, and when they have difficulty in the field courses, they are responsible for in the university entrance exam, they give up at the last minute and shift to different fields. It is understood that they mostly give up and start to think about an occupation for which they will study less. We can say that the students do not have enough information about the field they will choose or do not have full knowledge of their success areas until the field selection. It has been observed that the student speaks more enthusiastically about the occupation if the nature of the occupation is such that it will make the student happy and attract them in their working life. It is noteworthy that a significant majority of them investigate and prioritize how comfortable and suitable the occupation is for women, which will affect a large part of their lives in the future as "women" considering "suitability for women" and "working conditions of the occupation" in students' choices. It is thought that this situation is especially due to the type of school they study.

Researches show that the individuals who choose the occupation suitable for their personality will be happier and more successful in their future life (Kuzgun, 2000). Individuals will be more productive and happier in other areas of their lives when they do the work they love. Results show that students want to have occupations that they will love and be happy in their work process. It is an

important step that they ask, "What occupation would suit me?" and try to find it. Students are never in favor of doing a job they will not like, and it is clear that they are making the necessary effort to do so against any negativity that may arise from their environment. In addition to these two factors, students aim to recognize their personality traits and turn to occupations appropriate for their personalities while trying to recognize their interests and talents and guide their choices. It can be seen clearly from the results that the students aim to be beneficial, productive individuals to their homeland and nation and determine their career goals in line with these goals. It is thought that students who see national and spiritual values as determinants in their occupational preferences and career orientations are due to the type of school they are studying.

It is seen that studies were conducted on one or at most two factors affecting occupational and career choice when the studies in the literature are examined. The most important difference of this research from other studies is that it examined all the factors obtained from the data from a wide range as a qualitative study. At the same time, aspects of the research differ in some respects and harmony with the studies in the literature. The most studied title was "family," among the factors affecting the students' occupational choice and career orientation. Most of the results from this research are supported; furthermore, the "family" factor, which is among the two-way impact factors of the research (affecting the emergence of occupational and career ideas and change over time), is important and remarkable. It was concluded that families effectively direct their children's occupational choices directly or indirectly in the study titled "Bourdieuian view of the educational-teaching system: the role of schools in the preparation process of students for the exam, the example of Istanbul (Omurtak, 2019)". It also concluded that this effect differs with the economic and cultural capital of the family. Differences were found according to gender; the difference in the scale was found to be higher in females than males, and at the same time, the family effect was higher in individuals aged 18-22 years than individuals aged 23-27 and 28 years and older in the study titled "A research on the effect of the family in the occupational choice (Kılıç, 2019)". It was suggested as a result of the study "The role of the school and the students in the occupational choice (Turan, 2018)" that the most important factor affecting the occupational choice was the family and the reason for this was the attachment of the Turkish society to the family and the importance given to the words of the family members.

Another factor frequently studied in the literature was "personality-personality traits". Two-way impact factors (affecting the emergence of occupational and career ideas and change over time) have a high rate of data in terms of "personality and personality traits" in this research. İcerli and Arsu (2019) concluded in their study "The effect of five factors personality traits on career values: research on university students" that the personality traits of individuals were interacting without separation and limitation. However, it was concluded that women were more affected by their emotions in their decisions than men and that there was a significant relationship between personality traits and career values. The significant and positive effect of personality variable on the effect of occupational choice was confirmed in the study titled "The effect of personality traits of students on the perspectives of the future of the occupation: the case of Hilvan Myo (Ahmetoğulları and Güneş, 2017)". Gülücü (2017) concluded in his study titled "The relationship between the occupational choice and career of the students and their occupational characteristics: A research on the students of the Faculty of Economics and Administrative Sciences" that the participants made choices without considering their personality traits. An important conclusion reached in the research is that these students are affected by very different factors apart from their personality traits; family attitude, economic opportunities, and cultural level were among the predominant factors.

The transition to the university through the central examination system and the occupational orientation related to this prevent students from being oriented according to their interests and talents in Turkey. In this research, it is seen that the reason is that students still cannot find the direction of their interests and talents and that they will choose according to the score they will receive from the exam according to the data obtained, especially from the slightly indecisive students. It was concluded in the study titled "Factors affecting the occupational orientation of secondary school senior students and the choice of higher education institutions (Boyacı, Karacabey, and Bozkuş, 2016)" that students did not prioritize their interests and talents in their choices. Contrary to the research mentioned earlier,

a predominant number of participants mentioned their interests and talents and stated that they tried to choose an occupation appropriate to their interests and talents in this study. However, they emphasized that this effort was not supported. They argued that schools should focus on different studies. It was concluded in the study, as mentioned earlier, that the students supported this issue and similarly stated that the guidance activities were inadequate. It was concluded in the study titled "Evaluation of the factors affecting the occupational choice of the students: Example of call center services (Çelik and Üzmez, 2014)" that the students were interested and wanted to have an occupation appropriate to their talents.

The fact that the study sample consisted of especially female students and that they studied in Imam Hatip High Schools and that most students studying in these schools had high religious values did not adversely affect their occupational orientation according to the results obtained from the data. It has been observed that the students made choices in line with their wishes even if the effect of the family is high. However, they considered alternatives having appropriate and comfortable working conditions for women. It is noteworthy that they shape their orientations with the idea of how they will be useful to their homeland and nation, especially in terms of national and spiritual values. Contrary to these results, it was found in the study titled "The relationship between attitude towards working women and religious orientation (Kuzgun and Sevim, 2004)" that the increase in the level of education decreased the level of religious orientation and those with high religious orientation had a lower view of working life. It was also stated that not only religious orientation could not be the cause, but also that women had to stay one step behind in their occupational lives due to their traditional gender roles and the society's perspective on the role of women. Students were aware that they should exist in their occupational life and stated that they would be useful to more countries with their religious knowledge and as individuals with these skills in this study. It is noticeable that the newly raised generation is more conscious and especially aware of having an occupation as a woman considering the time difference between the two studies (in the 15 years between 2004 and 2019). The fact that the country paved the way for studying and working, especially for women with hijab, and caused occupational choice and career orientation of students in this respect can be considered the reason for this difference. It is observed in Kılıç's (2018) study that the researcher reached almost the same conclusions as Kuzgun and Sevim's (2004) study. Kılıç concluded that women with high religious motivation attach more importance to family life and underestimate or give up their career goals in his study "Attitude, altruism, and religiousness towards family and career in women: a model testing study (2018)". The study sample consists of female and university students studying in different grades. For this reason, this study does not show consistency in terms of goals, but IHHS female students, who constitute the sample of this study, have stated that they wanted to be successful and useful individuals in their future lives without disrupting their family status. Recently, it can be said that the changing perspective missions and visions in Imam Hatip High Schools and the goals desired to be realized within the scope of the Ministry of National Education's 2023 Education Vision play a role in changing students' perspectives.

The age group of the study sample represents Generation Z. The birth dates of female students are after 2000. Generation Z was born between 2000-2020 and is called the generation of the future; the labels "crystal generation," "Internet generation", "i-generation" are also used for this generation. It is a generation born with the Internet and unable to live independently of technology; speed and fast life are at the forefront for them in every field. This generation, which is intertwined with the digital world, will soon be thrown into business life with the retirement of the baby boomer generation from the business world. They have started their occupational choice and career plans even if they have not yet started to work (Çetin and Karalar, 2016). It was observed that Generation Z individuals had strong family relations and were heavily influenced by them in their work planning according to the results of the research titled "The Possible Effects of the Future Generation Z on Working Life (Taş, Demirdöğmez, and Küçüköğlü, 2017)". It is also a result that supports the characteristics of Generation Z that they want to turn to occupations that are comfortable and flexible to work. It was concluded that Generation Z students were more prone to a multi-faceted career and that female student acted according to values and psychological mobility perceptions in a study titled "A research on the very intense and unlimited career perceptions of Generation X, Y, and Z students (Çetin and

Karalar, 2016)". It was concluded that Generation Z students should be well known by their teachers and have deep knowledge about their developmental characteristics, talents, and personality traits in the study titled "Generation Z and teaching profession (Karadoğan, 2019)". These results coincide with the results obtained from Generation Z students, the age group sample of this study.

In the data obtained from a considerable number of study students, their indecisiveness in occupational and career orientations and its adverse effect on them is noteworthy. It was concluded that high school students could not find sufficient support from their families, teachers, and friends during their occupational and career choices in the study titled "Social support and gender (Öztemel, 2013), which are perceived as predictors of the career decision-making difficulties of high school students". It was observed that girls experienced more indecisiveness in terms of gender than boys. Meanwhile, the lack of guidance and counseling services provided to students in schools was understood.

The fact that this study consists of only female students and other gender-related researches concluded as follows: female students generally make occupational choices in civil service and teaching that offer regular living conditions as stated in "Factors affecting the university and occupational choices of secondary school senior students: Sakarya city center example (Yelken, 2008)"; students have a sense of equity in their occupational choices, and they are less affected by this as well as female students having more sense of equity as stated in "Gender's role in occupational choice in the society: a scale development study (Gökcan, 2018)"; female students have lower self-efficacy and self-esteem in career decision-making compared to male students as stated in "Self-esteem and perceived social support as predictors of career decision-making self-efficacy in secondary school students (Mert, Duman, and Kahraman, 2019)". These results are consistent with the data obtained from this research.

It is a kind of need for the individual to have an occupation and to have a career goal. Meeting this need correctly and being happy as a result can be considered as an important turning point for individuals. Since an exam-oriented system is mostly carried out in Turkey and this process is stressful, it makes it debatable whether students make healthy choices in decision periods. It is thought that it will help restructure the studies to be conducted in Turkey since the research is a study to discover "factors affecting the occupational choice and career orientation". In the light of the study results, the following suggestions could be made:

- It is recommended to policymakers to support female students to have an occupation in society and raise awareness of all environments of society in this regard and consider the principle of equality.
- Psychological Counseling and Guidance (PCG) activities should be handled in a multi-faceted way, as stated in the Ministry of National Education 2023 Vision Document, "... *creating a system that allows children to receive education following their characteristics, interests, and talents... creating a career guidance system, career profile, and development file as well as carrying out these studies considering Turkish culture...*" should be applied with sensitivity by school administrators.
- It is recommended that school administrators and teachers get to know the students primarily from the lower classes according to the needs of the students; teachers are recommended to make students aware of their interests, talents, and personality traits.
- It is recommended that schools inform their families step by step in this process and raise their children's awareness of how they can be more beneficial in the period when both physical and mental changes occur.
- The implementation of the studies that can be carried out within the scope of the MoNE 2023 objectives and are planned or in the planning phase by school administrators and

teachers considering the above-mentioned suggestions will also provide positive benefits for our young people who constitute the future of Turkey to be happier, healthier, productive, and beneficial to their homeland and nation.

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